



■ PART IV

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# POST Field Training Program

# POST FIELD TRAINING PROGRAM GUIDE



## ■ POST FIELD TRAINING PROGRAM

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The *POST Field Training Program* is a sample program designed to be used by a FTO and trainee as a basis for instruction and study. The program contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the department and patrol duties, and progresses to performance independent of the FTO. This program contains no policies, procedures, or specific methods to follow; it simply directs a training response to needs or situations that could be encountered by any police officer in the state who is assigned to general law enforcement uniformed patrol duties. Therefore, a department using this sample program should include its specific policies, procedures, or methods *or* the trainee should be required to obtain and learn the department's directives and policies for each objective. The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. This program also requires the trainee to apply skills and knowledge that were acquired in the Regular Basic Course (Academy). The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

The *POST Field Training Program* is as comprehensive and complete as possible for statewide application. However, any department using this program should compare POST's program objectives relative to its own objectives, policies, and responses, and add any additional objectives that may be needed. The objectives (skills, knowledge, abilities, and attitudes) included in the POST program are considered to be the minimum standards on which to base a field training program in the state. Departments are strongly encouraged to add to this program or develop their own program (structured learning content) based on the same minimum standards.

The *POST Field Training Program* can be used in training newly assigned officers and deputies who have recently graduated from the Regular Basic Course (Academy), who have been employed through lateral entry, or any others who are on their initial assignment to general law enforcement uniformed patrol duties. The following areas are intended to clarify the application of the *POST Field Training Program*:

## Structured Learning Content Topics/Instructional Areas

As mentioned earlier, the duties of general law enforcement uniformed patrol officers are quite similar within the state and the nation. Research and experience have demonstrated that new officers should demonstrate competency in the following topics or areas:

<ul style="list-style-type: none"> <li>• <b>Agency Orientation</b> (including Standards and Conduct)</li> <li>• <b>Ethics</b></li> <li>• <b>Leadership</b></li> <li>• <b>Patrol Vehicle Operations</b></li> <li>• <b>Officer Safety</b></li> <li>• <b>Report Writing</b></li> <li>• <b>California Codes and Law</b></li> <li>• <b>Department Policies</b> (General Orders, Local Policies, and Philosophies)</li> <li>• <b>Patrol Procedures</b> (including Domestic Violence and Pedestrian and Vehicle Stops)</li> <li>• <b>Control of Persons, Prisoners, and Mentally Ill</b> (Adults and Juveniles)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Traffic</b> (including DUI)</li> <li>• <b>Use of Force</b></li> <li>• <b>Search and Seizure</b></li> <li>• <b>Radio Communications</b></li> <li>• <b>Self Initiated Activity</b></li> <li>• <b>Investigations/Evidence</b></li> <li>• <b>Community Relations/Professional Demeanor</b> (including Cultural Diversity, Community Policing, and Problem Solving)</li> <li>• <b>Tactical Communication/Conflict Resolution</b></li> <li>• <b>Additional Agency Specific Topics</b> (may include Community Specific Problems, Special Needs Groups, etc.)</li> </ul>
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### Format

The *POST Field Training Program* has the above listed 19 topics or areas of instruction segmented. Each contains knowledge- and performance-based objectives for the trainee to accomplish. Each topic may be presented, wholly or in portions, in a suitable training period that will meet the department's needs (i.e., one day, one week, one month). The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of past instruction to each new subject. The department's training staff must determine the appropriate format for its field training program. If a department wishes to use the same performance objectives as listed in the *POST Field Training Program*, but prioritize the presentation order to their own needs, POST can provide these topics and performance objectives in a computer ready format (MS Word). A department can then add its specific policies, procedures, locations, references, etc. to further enhance the program. This POST format allows flexibility but is designed to hold the trainee responsible for each of the required performance objectives.

### Training and Testing Methods

Although the *POST Field Training Program* is written in performance-based objectives, there is no intention to restrict a department's methods of presentation or measuring of the trainee's acceptable performance of the task(s).

The department's training staff should agree on a schedule and/or manner for training and testing new officers. Because of the very nature of patrol work, not every field incident that the *POST Field Training Program* requires a trainee to perform will occur within the time frame of the program. The FTO should improvise by volunteering, when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, policy directives, training bulletins, or general orders that the trainee is responsible for knowing. The FTO should then proceed through the field training guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It

is the intention of the field training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught. Based on a variety of reasons (calls for service, type of department, demographics, location, etc.), however, trainees may have to demonstrate successful comprehension and competency through alternative means. The methods for “competency demonstration” used in the *POST Field Training Program* are:

### **Competency Demonstration Methods**

1. **Department-Constructed Knowledge Tests.** Some portions of the field training program may require department-constructed knowledge tests that measure the skills and knowledge required to achieve one or more performance objectives. These tests may be in written or verbal format. When a written department-constructed knowledge test is used, trainees should earn a score equal to or greater than the minimum passing score established by the department. Trainees who fail a written department-constructed knowledge test on the first attempt should: a) be provided with an opportunity to review the test results in a manner that does not compromise test security; b) have a reasonable time, established by the department, to prepare for a retest; and c) be provided with an opportunity to be retested with a department-constructed, parallel form of the same test. If the trainee fails the retest, it will be the department’s responsibility to determine if the trainee should be given another retest or terminated from the field training program.

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**Special Note:** These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument.

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2. **Scenario Tests.** Some portions of the field training program may require scenario tests, which are job simulation tests, that measure the skills and knowledge required to achieve one or more performance objectives. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates he/she is able to perform as a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency when first tested

should be provided with an opportunity to be retested. The retest should occur after a qualified field training officer has provided documented remedial training to the trainee. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee fails to demonstrate competency on the retest, it will be the department's responsibility to determine if the trainee should be given another retest or terminated from the field training program.

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**Special Note:** Officer safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field training program. (Departments may wish to refer to the POST Guidelines for Student Safety in Certified Courses that contain specific guidelines for scenario training and event simulations that may prove helpful in organizing such testing.)

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3. **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their competency in performing the tasks required of a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency during a field performance test should be provided remedial training. The remedial training should be provided and documented by a qualified field training officer. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be the department's responsibility to determine if the trainee and/or department will benefit from additional remedial training and testing or if the trainee should be terminated from the field training program.

### The POST Field Training Program Model

This standardized *POST Field Training Program* has been developed through input from various departments and experts throughout the state and nation. It is not intended to be a stand alone, state-of-the-art program. It is intended to set a minimum standard on which each department can build its own specific field training program. It is further intended to assist the process in which the trainee

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receives on-the-job instruction to complement or reinforce classroom (academy) training.

When combined with a valid trainee evaluation program, this field training program, properly administered and supervised, can and should be one of the most important phases of basic training for law enforcement officers. POST field training regulations and this sample provide for the foundational field training needed to supplement classroom training as well as the appropriate guidance and supervision required to allow the trainee to safely, effectively, and competently apply basic law enforcement principles within the community being served. Figure 3 represents a phase training overview of the *POST Field Training Program*.

**Fig 3.**  
**Phase Training Model**  
**Overview**

Phase I	Phase II	Phase III	Phase IV
<ul style="list-style-type: none"><li>• Orientation/ Department Policies</li><li>• Officer Safety</li><li>• Ethics</li><li>• Use of Force</li><li>• Patrol Vehicle Operations</li><li>• Community Relations/ Professional Demeanor</li><li>• Radio Communications</li></ul>	<ul style="list-style-type: none"><li>• Leadership</li><li>• California Codes and Law</li><li>• Search and Seizure</li><li>• Report Writing</li><li>• Control of Persons/Prisoners/ Mentally Ill</li><li>• Patrol Procedures Part I</li></ul>	<ul style="list-style-type: none"><li>• Patrol Procedures Part 2</li><li>• Investigations/ Evidence</li><li>• Tactical Communications/ Conflict Resolution</li><li>• Traffic</li></ul>	<ul style="list-style-type: none"><li>• Self-initiated Activity</li><li>• Primary FTO Observation Phase (usually in plain clothes)</li></ul>

## Phase V

Solo Patrol Officer/On Probation

Evaluations by Supervisor throughout probation (every 1–3 months) ■





■ FTP

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# POST Field Training Program Sample

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Insert or link to Field Training Program Section

